

	TERM ONE									TERM TWO									TERM THREE								
Week	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
Unit of inquiry	<b>WHO WE ARE:</b> <i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human</i>  <b>Central Idea</b> The human body relies on interacting systems and external factors.  <b>Lines of Inquiry</b> The function of systems of the human body The impacts of external factors on the body systems The interconnection of body systems The impact of personal choices on the body systems  <b>Concepts</b> Connection, reflection, function						<b>HOW WE ORGANISE OURSELVES:</b> <i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.</i>  <b>Central Idea</b> The exchange of goods and services affects people’s lives  <b>Lines of Inquiry</b> How trade works Supply and demand and its relationship with others How values are determined and changed  <b>Concepts</b> Connection, Causation, change,						<b>WHERE WE ARE IN PLACE AND TIME:</b> <i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>  <b>Central Idea</b> Human migration is a response to challenges, risks and opportunities.  <b>Lines of Inquiry</b> Different perspectives/reason why people migrate Migration through history Current day migration has on communities, cultures and individuals  <b>Concepts</b> Causation, change, perspective						<b>HOW WE EXPRESS OURSELVES:</b> <i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>  <b>Central Idea</b> People use environments to express their identities and beliefs  <b>Lines of Inquiry</b> Design, architecture and sculpture as a reflection of belief and identity How built and natural environments are used for religious and cultural purposes The significance of different built and natural environments in different peoples’ lives  <b>Concepts</b> Form, perspective, reflection						<b>SHARING</b> <i>world and it world (physi humans use the impact a society and i</i>  <b>Central Id</b> Finding sc quality of  <b>Lines of Ir</b> Causes of Effects of Responsik together  <b>Concepts</b> Responsik		
Unit linked Maths	Appropriate problem solving. Data collecting and graphing. Children survey eating habits of others and graph. Time- measure time taken to do fitness activities. Measure & graph time of sleep each night over a fortnight						Appropriate problem solving.  Mass – grams and kilograms Children weigh fruit & vegetables and find the cost based upon per kg price.						Appropriate problem solving.  Data collecting and graphing. Survey where people at AIS have migrated from and graph data. Analyse maps depicting migration patterns in the world.														
Stand alone Number, pattern and function	<u>Whole Number</u> * Count forward s & backwards by tens or hundreds, on and off the decade * Use place value to read, represent and order numbers up to 9,999  <u>Addition &amp; Subtraction</u> * Use a range of mental strategies for + & - involving, 2, 3 & 4 digit numbers * Explain & record methods for + & - * Use a formal written algorism for + & -						<u>Whole Number</u> * Count forward s & backwards by tens or hundreds, on and off the decade * Use place value to read, represent and order numbers up to 9,999  <u>Multiplication &amp; Division</u> * Uses mental & informal written strategies for multiplication & division						<u>Fractions &amp; Decimals</u> * Models, compares & represents commonly used fractions & decimals, adds & subtracts decimals to 2 decimal places, and interprets everyday percentages.						<u>Chance</u> Describes & compares chance in social & experimental contexts  <u>Multiplication &amp; Division</u> * Uses mental & informal written strategies for multiplication & division						<u>Fractions</u> * Models, used fract decimals t everyday  <u>Revision</u>		
Stand alone Data																											
Stand alone space and shape																			2D Shapes & Angles * Manipulates, compares, sketches and names 2D shapes & describes their features.						3D Shape * Makes, c objects inc in drawing		

<b>mathematically (will be taught continuously throughout the year)</b>	using mathematics in relation to Year 4 content	written strategies, or technology to solve problems	connections with, and generalisations about, existing knowledge and understandings in relation to Year 4 content.	explains the reasoning used	
---	--	--	--	-----------------------------	--

Position  
\* Uses simple maps & grids to represent position & follow routes